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ABSTRACT

The increasing number of young people filling U.S. classrooms will be a defining feature of American education for years to come. This report, which includes a message from U.S. Secretary of Education Richard W. Riley, describes the impact of the rising number of young people and gives special attention to the large number of teenagers who comprise the "baby boom echo." The report makes the following points: (1) there may be no short-term problem of rising enrollment; (2) the majority of young people who make up the baby boom echo will be teenagers; (3) states are meeting the challenge of overcrowded schools with varying success; (4) some research has linked student achievement and behavior to physical building conditions and overcrowding; (5) teacher standards cannot be lowered in times of higher enrollments; (6) a new consensus much be formed to that all citizens see their local schools as "centers of community"; and (7) rising high school enrollments will eventually have a profound impact on higher education. Sidebars highlight the effects of overcrowding in high schools across the nation. Appendices contain brief descriptions of innovative strategies at high schools in Florida, New York City, Texas, and California; 6 figures, 2 maps, and 10 tables. (LMI)

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# A Back to School Special Report on the Baby Boom Echo

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## Here Come the Teenagers

August 21, 1997

**Table of Contents**


- The Baby Boom Echo Continues
- A Message from U.S. Secretary of Education Richard W. Riley
- Annual Number of Births, with Projections: 1947 to 2007
- Enrollment in Public and Private Elementary and Secondary Schools: Fall 1967 to Fall 2007
- Change in Number of Students Enrolled in Public Elementary and Secondary Schools, by Grade Span: Fall 1997 to Fall 2007
- Enrollment in Prekindergarten/Kindergarten, Grades 1 to 5, 6 to 8, and 9 to 12 in Public Elementary and Secondary Schools. Fall 1982 to Fall 2007
- Percent Change in Public Elementary and Secondary Enrollment, by State: Fall 1997 to Fall 2007
- Enrollment in Grades K-12 in Public and Private Elementary and Secondary Schools, By Region and State, Fall 1987, 2002, and 2007
- Fifteen States With the Largest Enrollment Increases in Public Elementary and Secondary Schools: Fall 1997 to Fall 2007
- California
- Texas
- Twenty-five Districts With the Largest Enrollment Increases: Fall 1984 to Fall 1994
- New York City School District
- Florida
- Percent Change in Enrollment in Public Secondary Schools by State: Fall 1997 to Fall 2007
- Enrollment in Grades 9 to 12 in Public and Private Secondary Schools, by Region and State: Fall 1987, 1997, 2002, and 2007
- Fifteen States With the Largest Enrollment Increases in Grades 9 to 12 in Public Schools: Fall 1997 to Fall 2007
- Percent Change in Number of Public High School Graduates, By State: 1996-97 to 2006-07
- High School Graduates of Public and Private Schools, by Region and State, 1986-87, 1996-97, 2001-02, and 2006-07
- "Break the Mold" High Schools
- Classroom Teachers in Public and Private Elementary and Secondary Schools: Fall 1982 to Fall 2007
- Enrollment in Public and Private 2-year and 4-year Colleges, by Attendance Status: Fall 1982 to Fall 2007
- Total Enrollment in Public and Private 2-year and 4-year Colleges, by Sex, Attendance Status and Control of Institution: Fall 1982 to Fall 2007
- Current Expenditures and Current Expenditures Per Pupil in Average Daily Attendance in Public Elementary and Secondary Schools: 1981-82 to 2006-07 (in 1997-98 constant dollars)

- The Baby Boom Echo 1996 Report.


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## The Baby Boom Echo Continues

This year .....

Total public and private school enrollment will rise to a record 52.2 million;

Between 1997 and 2007.....

Public high school enrollment is expected to increase by 13 percent, while elementary enrollment is projected to increase by less than one percent;

The number of public high school graduates will increase 18 percent;

About half of the states will have at least a 15 percent increase in the number of public high school graduates, with an 80 percent increase projected for Nevada, 49 percent for Arizona, and 41 percent for Florida;

Largely because of the high school enrollment increase, over 150,000 additional public and private high school teachers will be needed - a 14 percent increase;

Full-time college enrollment is projected to rise by 21 percent.

Beyond 2007.....

Unlike the decline after the previous baby boom, where births dropped down to 3.1 million in the early seventies, the number of births is not projected to fall off, but remain fairly stable at around 4 million. Long-range projections by the U.S. Bureau of the Census, indicate a rising number of births thereafter, rising to 4.2 million in 2010 and 4.6 million in 2020.

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## A Message from U.S. Secretary of Education Richard W. Riley

As we begin the school year and look ahead to the coming decade it is clear that the increasing number of young people filling our nation's classrooms will be a defining feature of American education for years to come. This report, the second in a series, seeks to describe the impact of the increasing number of young people and gives special attention to the large number of teenagers who make up the "baby boom echo."

It is my very strong belief that the growing enrollment is a national issue and a local crisis in many school districts across this nation. Last year, the United States broke the 25-year-old enrollment record that was set by the baby boom generation in 1971. This year we will break last year's record with enrollment rising to 52.2 million, and we expect to break this record for many years to come.

As last year's report noted, four factors explain why our nation's school rolls are rising: the delay in marriage and child bearing among baby boomers; a higher birth rate among many minority Americans in comparison to white Americans, and the fact that minority Americans represent an increasing proportion of our nation's population; increased immigration; more young people enrolled in pre-K and kindergarten; and greater numbers of students staying in school. As we look to the future, several salient issues demand our attention:

**First, there may be no short term solutions in the school districts that face the long term problem of rising enrollments.** Unlike the previous baby boom (1947-61), there will be no sharp decline in enrollments after 2007. Instead, the student population will simply plateau at a much higher level as the number of births stabilizes. This important first finding suggests that many school districts may not be able to adequately meet the needs of their student population by simply buying more portables, or double-shifting students.

**University High School**: Surrounded by booming development on the east side of Orlando, Florida, University High School is experiencing its own population boom. Built in a suburban area, University meets capacity at 2,030 students. In 1996, a total of 3,165 students filled its classrooms. Student enrollment for this next year is projected to be 3,800, and in the next 3 to 5 years, enrollment will jump to 6,000 students. Although the campus will be absorbing a nearby former middle school site which can house 1,200 students, University will still be over capacity and it is continuing to grow.

According to Principal Judy Cunningham, "When your school is overcrowded, you limit what you can teach." All of student life is affected by the high student enrollment: students are limited in the pep rallies, dances and assemblies that they can attend, and they eat lunch in one of five shifts. Cunningham wonders whether it is her job to ensure academic quality or to manage the logistics of a small town.

The school district hopes that relief will come with the passage of a referendum implementing a 40 percent of a penny sales tax, which would apply directly to the construction of new schools and the renovation of existing sites.

**Second, the majority of the young people who make up the "baby boom echo" will be teenagers.** In the last decade (1985-1997), our nation's elementary schools faced the most pressure in terms of enrollment increases. In 1997, that pattern will change. The decade-long rise at the elementary school level will taper off with enrollment projected to grow by less than one percent, from 37.8 million to 38 million.

In contrast, secondary school enrollment will increase dramatically. "Here come the teenagers" is -in

many ways- an understatement. In the next ten years, 1.7 million young people will enter our nation's high schools, an increase of 13 percent. California, our nation's most populous state, will see secondary school enrollment grow by 558,000 additional young people, an increase of 35.3 percent.

**Hoover High School**, in San Diego, California, educates students from all over the world. According to the Principal, Dr. Doris Alvarez, "If there is a crisis somewhere in the world, then Hoover will see a growth in enrollment." The student population in 1996-97 was 50.8 percent Hispanic, 21.9 percent African American and 19.7 percent Indochinese. Non- or limited-English-proficient students are the fastest growing segment of the school's population.

As one of the larger schools in the district, Hoover has reached its full capacity at 1,900 students, but another 600 are projected to enroll in the next five years. The school anticipates the negative impact of an overcrowded campus and has established programs which will personalize the students' education.

Recognized by the Department of Education as one of the top five urban high schools, Hoover has worked to meet the individual needs of its students. In the past ten years, Hoover's dropout rate has decreased from 13 percent to 2.3 percent. Additionally, 62 percent of the 1996 graduating class enrolled in postsecondary education. But high student enrollment will make it more difficult to maintain the effectiveness of personalized programs.

There are many implications to this shift in enrollment patterns. High schools cost more to build than elementary and secondary schools, and require more space and land. The average elementary school costs $6.3 million to build compared to $15.3 million for an average high school.

Recruiting qualified teachers will continue to be a problem, and the current effort by states like California and New York to reduce class size will place an even greater demand on the teaching pool. In addition, high schools will need more guidance counselors, and the sheer number of teenagers will require this nation to re-double its efforts to help these young people stay away from drugs. Teachers and administrators often find it difficult to get to know students in large schools and as a result discipline can be more of a problem. More important, many young people who need extra attention simply get lost in the shuffle.

**Third, states are meeting the challenge of overcrowded schools with varying success.** To address the problems related to rising enrollments, states are putting bond issues on voter ballots to support school construction, authorizing localities to raise their sales taxes, leasing portable and new facility space, and considering the extension of the school year. Many local districts are also trying to pass bond issues and raise local taxes.

**Georgia,** for example, has recently authorized localities to raise local sales taxes by one cent as a vehicle for funding school construction, and 40 of 180 districts have done so. **Cobb County School District** is the only large district where this initiative has failed to date. Those initiatives are expected to raise between $2.4 and $2.9 million over the next five years. In **North Carolina**, where overcrowding is an issue at all levels, taxpayers overwhelmingly support school bond issues, passing 15 of 15 proposed since 1995. In **Mesa Unified School District** in Arizona, bond issues are also widely supported despite the fact that 70 percent of the community doesn't have children in the schools.

In **Alabama**, in contrast, where there is overcrowding in suburban areas and school facilities are (on average) 30 to 40 years old, school-related bond issues and tax increases are rarely supported. Similarly, in *Illinois*, fewer than two percent of districts were successful in passing tax rate increases for capital improvements. According to a recent state survey, shortfalls for funding needed school construction projects are expected because the districts estimated that a total of $7 billion of infrastructure work will be needed over the next decade.

Salem High School in Virginia Beach, Virginia was built in 1989 at a cost of $20.8 million. At 258,862 square feet, it was designed to accommodate 2,000 students. Today, in 1997, the school's population stands at 2,615 and climbing. Seventeen portable classrooms will be used this fall to accommodate the rising enrollment. E. Wayne Sykes, the school principal, says, "being in the hallway when classes change can be interesting. You can end up in a place different from where you were heading. The tide just sweeps you along."

Most schools in the Virginia Beach School District are about 15 percent over capacity, and have implemented strategies to deal with the problem of overcrowding. The district has approximately 372 portable classrooms, but does not use all of them due to an aggressive building policy.

It will be 2002 before a new high school opens in Virginia Beach. Originally planned for a 2001 opening, the city delayed capital funding for the $41 million, 277,500 square foot facility. In 2001, the student population at Salem High School will stand at 3,300.

According to its most recent School Facility Status Survey, the state of Virginia estimates that nearly one-third of existing schools have classrooms that are overcrowded; 7,900 new classrooms are needed over the next five years; and that deferred maintenance in more than half of Virginia's schools is an increasing concern.

**Fourth, a growing body of research has linked student achievement and behavior to the physical building conditions and overcrowding.** Decaying environmental conditions can affect the learning as well as the health and the morale of staff and students. Class space is limited and students are crammed into libraries, gymnasiums, laboratories, lunchrooms, and even closets. Crowded classroom conditions not only make it difficult for students to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on anything beyond the barest minimum of required material. A 1996 study by the National Association of Secondary School Principals entitled, *Breaking Ranks: Changing an American Institution* suggests that "high schools must break into units of no more than 600 students so that teachers and students can get to know each other better."

**John I. Leonard Community High School:** In Palm Beach County, Florida, 18 high schools must make room for 7,000 to 8,000 new students entering the school district every year. John I. Leonard Community High School is one of the most severely overcrowded and expects enrollment to increase as young families continue to move into the area. Over-crowding has significantly affected student life on campus. Principal Hugh Brady describes the hallways during passing periods as "rush hour traffic with a wreck on the inter-state." The biggest problem facing Leonard is coping with the influx of ninth grade students. The school is equipped to teach a freshman class of 600; the latest ninth grade class enrollment will be 1,100. Over-crowding has exacerbated the dropout rate, as Brady admits that "kids get lost in the shuffle."

**Fifth, as a nation we cannot expect to raise academic standards by continuing our historic pattern of lowering teacher standards in times of rising enrollments.** Not all of our nation's schools face teacher shortages. However, many school districts with quickly growing student enrollments, especially those in large cities, already face an incredible demand for qualified teachers. New York City and the Los Angeles Unified School District each report needing to hire at least 3,000 teachers for the start of this school year. Las Vegas/Clark County School District in Nevada, the nation's fastest-growing district, has needed to hire 1,400 teachers for the 1997-98 school year.

The number of K-12 public and private classroom teachers is projected to rise from 2.99 million to 3.34 million between 1995 and 2007--a 12 percent increase. The one-year increase from fall 1996 to fall 1997 is projected to be 42,000 teachers. While the number of elementary school teachers is expected to increase 5 percent between 1997 and 2007, to about 2 million, the number of secondary school teachers is projected to increase by 14 percent, from 1.2 to 1.4 million.

**New York City** public schools enroll more than one million students in grades K-12. This year, the district projects an additional 18,000 students across the system. This increase by itself requires the city to hire 450 additional teachers. In all, the city has been working to fill 3,600 to 3,800 teaching positions for the upcoming school year due to the student enrollment increase and other factors such as teacher attrition and retirement. In addition, New York State recently approved funds to reduce class sizes at the high school level, thereby increasing the need for teachers.

The need is not uniform across the city and across subject areas. There is no shortage of state-certified elementary school teachers, for example. However, teachers of certain subjects, such as mathematics, science, and bilingual education, are scarce. To take just one example, this means that new, uncertified bilingual education teachers, while they are proficient in English and another language, may not have taken any education courses or had previous classroom experience. Uncertified teachers, when they are hired, must begin to follow a plan to gain certification within a prescribed time. Approximately 6,800 teachers out of 65,000 lack certification.

New York City has a number of recruitment strategies to attract qualified teachers where they are most needed. The city reports that it has already filled 2,800 of its vacancies for September 1997 with certified teachers. For example, George Washington High School in Manhattan is a school under re-design, and more than 60 vacancies were projected for the new school year. As a result of early and extensive recruiting efforts, particularly for bilingual teachers, these vacancies have been filled.

When schools face teacher shortages, they often are forced to hire teachers who are not fully qualified. Approximately 13 percent of teachers lack full certification in their main assignments; in their other assignment fields, only about half are fully certified. The National Commission on Teaching and America's Future reports that in recent years, more than 50,000 people who lack the training required for their jobs have entered teaching annually on emergency or provisional licenses.

Nationwide, 36 percent of public school teachers whose main teaching assignments are in English, foreign languages, mathematics, science, or social studies have neither an undergraduate major or minor in the subjects they teach. Many school districts face shortages of certified teachers in particular fields. In a survey done last year by Recruiting New Teachers, Inc., 85 percent of urban districts reported an immediate need for special education teachers; 69 percent for science teachers; 67 percent for math teachers; and 64 percent for bilingual education teachers. Because most of the increase in student enrollment will occur at the high school level, shortages of qualified teachers in specific subject areas can be expected to grow worse over the next decade.

**Sixth, a new consensus needs to be formed that crosses generational lines so that all Americans see their local schools as "centers of community."** Thousands of schools will be built and substantially remodeled in the next several years to accommodate record-breaking student enrollments and to replace or modernize the more than a third of the nation's existing schools that are currently over 50 years old. With schools built in approximately 50- to 60-year cycles, this presents a historic opportunity to design physically and academically schools where several generations of American children will be educated.

Done right, these 21st century schools can be built in ways that will be conducive to technology-rich, personalized learning environments that are in schools open to --and even the hub of-- the community. Absent strong leadership, however, this nation may pour billions of dollars into large, impersonal factory-model schools with designs from the early 20th century. Education and civic leaders need to reach out to the larger community, including our nation's senior citizens, to make the case that school buildings can have multi-purpose use and be "centers of community" for Americans of all ages.

**Miramar High School,** in Broward County, Florida, expects to file for "critically overcrowded" status within the next 3 to 5 years, as student enrollment continues to increase at an astronomical rate. About 2,065 students are projected to enroll in Miramar this year, down from 2,600 students attending two years ago before a new high school was constructed. But enrollment should reach 2,700 by the year 2002. Principal Ray Henderson affirms that "the new high school is only a band-aid solution."

Student morale is declining as bathroom lines get longer and parking spaces become scarce. The cafeteria, which holds 700 people, must serve 1,000 students in 30 minutes. Miramar lacks the necessary technological tools to teach all students the skills they need to know. Last year, the school decided to sacrifice hiring new teachers and purchase computer equipment instead. Mobilizing public support to issue local bond issues has been difficult. A referendum to increase the sales tax by one percent in 1995 was soundly defeated.

**Seventh, the rising number of young people attending high school will eventually have a profound impact on this nation's system of higher education.** Currently, 65 percent of all of our nation's high school graduates are attending college--a new national record. In a few short years, however, many more young high school graduates will be filling out applications for colleges, taking the SATs and seeking student loans and other forms of financial assistance. As this report notes, there will be a 21 percent increase in the number of full-time college students in the next ten years, while part-time enrollment is projected to increase by only 6 percent.

The increasing demand for a college education and the greater number of young people seeking to go to college gives our nation's system of higher education a unique opportunity to play a powerful role in the current effort to raise standards at the secondary level. By raising their own standards for admission, this nation's many colleges and universities can send a powerful message that they expect nothing less than the best in applicants. In addition, our nation's high schools need to be even more demanding in designing their curriculum for the 21st century.

**Thompson School District in Loveland, Colorado** took a bold step to redesign its high schools by instituting ambitious, academic curriculum-wide standards and assessments. The district's standards now exceed those set by the state. Each student now has an integrated Career and Academic Plan (CAP), developed by the counseling staff, student, parents, and teachers. Through ties to the Berthoud and Loveland Chambers of Commerce, the three high schools have developed business partnerships with major employers. The district has also established strong partnerships with nearby postsecondary institutions.

One significant mark of improved student achievement has been the jump in postsecondary enrollment. Over the last five years, the percentage of students going on to two- or four-year colleges has jumped from 45, 50 and 55 percent to 78, 70 and 75 percent at Loveland, Thompson Valley and Berthoud High Schools respectively. The dropout rate has also decreased from 6.8 percent to 4.4 percent in five years.

Ensuring access to America's system of higher education continues to be one of the chief goals of the federal government. Historically, 75 percent of all student aid comes from the federal government. President Clinton has moved aggressively to prepare for the growing number of full-time college students by increasing Pell Grants, creating the $1,500 Hope Scholarship program to benefit college freshmen and sophomores and establishing a Lifetime Learning tax credit for juniors, seniors, graduate students and the many working Americans who want to go back to school. Colleges and universities for their part need to find ways to prepare for the growing number of full-time students who will be entering their classrooms and, at the same time, to hold down tuition increases.

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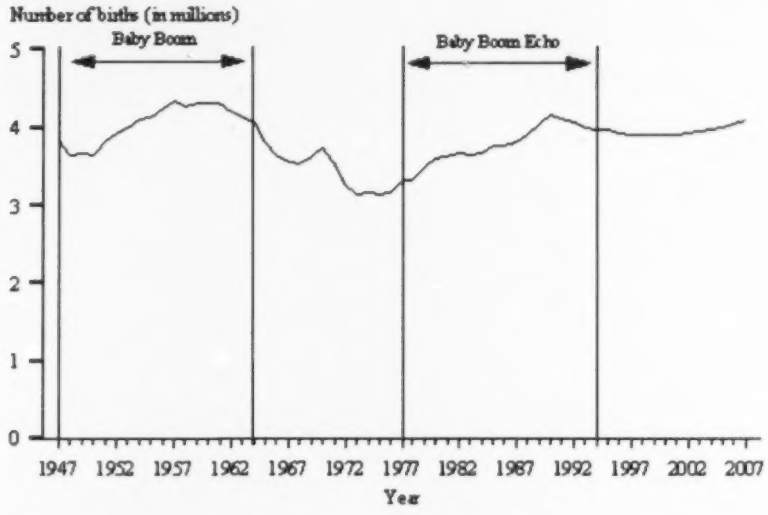
## Annual Number of Births, with Projections: 1947 to 2007




The surge in the number of births after World War II, nicknamed the "baby boom." lasted through the early 1960s. At the peak in 1957, there were 4.3 million births recorded, an increase of 13 percent from 1947.

By contrast the "baby boom echo" beginning in 1977 had 4.1 million births at its peak in 1990, reflecting a 25 percent increase over this period. Unlike the decline after the previous baby boom, where births dropped down to 3.1 million in the early seventies, the number of births is not projected to fall off, but remain fairly stable at around 4 million. Long-range projections by the U.S. Bureau of the Census, indicate a rising number of births thereafter, rising to 4.2 million in 2010 and 4.6 million in 2020.

SOURCE: U.S. Department of Education, National Center for Education Statistics *Projections of Education Statistics to 2007;* and U.S. Department of Commerce, Bureau of the Census, *Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1995 to 2050*.

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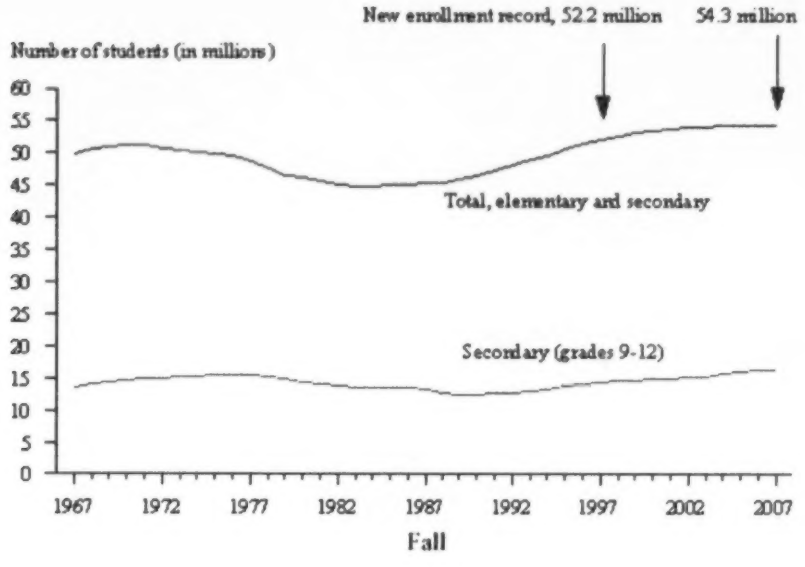
## Enrollment in Public and Private Elementary and Secondary Schools: Fall 1967 to Fall 2007




In fall 1997, public and private school enrollment is projected to surpass the previous high, and is expected to increase every year through 2006.

From fall 1972 to fall 1984, total elementary and secondary school enrollment decreased every year, reflecting a decline in the school-age population over that period.

From fall 1985 to fall 1997, the pattern changed again as enrollment increased at the elementary level. Between fall 1997 and fall 2007, elementary enrollment is projected to grow by less than one percent, from 37.8 million to 38.0 million. In contrast, secondary school enrollment is expected to rise by 13 percent, from 14.5 million to 16.4 million, as current elementary students move into high schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics *Digest of Education Statistics, 1996*; and *Projections of Educational Statistics to 2007*.

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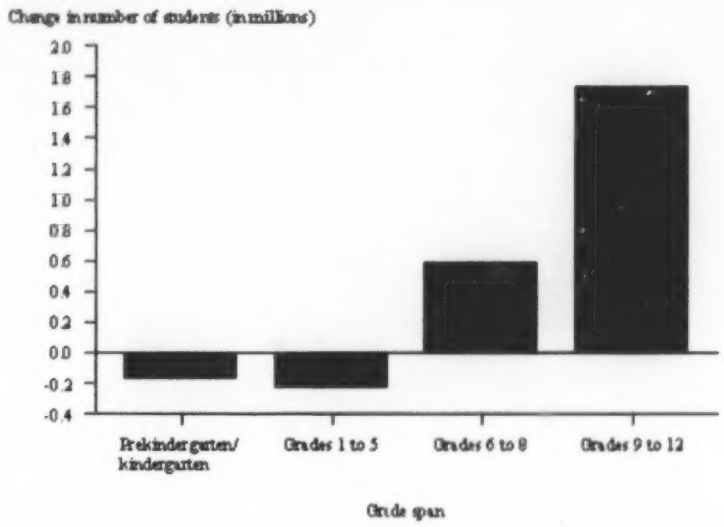
*A Back to School Special Report on the Baby Boom Echo - August 1997*

## Change in Number of Students Enrolled in Public Elementary and Secondary Schools, by Grade Span: Fall 1997 to Fall 2007




As public elementary students move into secondary school grades, the greatest number of additional students over the next ten years will be concentrated in grades 9 to 12. Projections for 1997 through 2007 indicate an additional 1.7 million public high school students over the time period, a 13 percent increase. the next largest increase is projected for grades 6 to 8, where just over half a million additional students will enter those grades over the next ten years, a five percent increase. Small decreases in preschool and elementary grade enrollments are expected before leveling out during the early 2000s.

SOURCE: U.S. Department of Education, National Center for Education Statistics *Digest of Education Statistics, 1996;* and *Projections of Educational Statistics to 2007,* unpublished data.

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*A Back to School Special Report on the Baby Boom Echo - August 1997*

## Enrollment in Prekindergarten/Kindergarten, Grades 1 to 5, 6 to 8, and 9 to 12 in Public Elementary and Secondary Schools: Fall 1982 to Fall 2007 (Numbers in thousands)

| Year | Total Enrollment | Prekindergarten/ Kindergarten | | Grades 1 to 5 | | Grades 6 to 8 | | Grades 9 to 12 | |
|---|---|---|---|---|---|---|---|---|---|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 1982 | 39,566 | 2,845 | 7.2 | 14,536 | 36.7 | 9,779 | 24.7 | 12,405 | 31.4 |
| 1983 | 39,252 | 2,859 | 7.3 | 14,511 | 37.0 | 9,611 | 24.5 | 12,271 | 31.3 |
| 1984 | 39,208 | 3,010 | 7.7 | 14,638 | 37.3 | 9,257 | 23.6 | 12,304 | 31.4 |
| 1985 | 39,422 | 3,192 | 8.1 | 14,942 | 37.9 | 8,900 | 22.6 | 12,388 | 31.4 |
| 1986 | 39,753 | 3,310 | 8.3 | 15,347 | 38.6 | 8,764 | 22.0 | 12,333 | 31.0 |
| 1987 | 40,008 | 3,388 | 8.5 | 15,799 | 39.5 | 8,745 | 21.9 | 12,076 | 30.2 |
| 1988 | 40,189 | 3,433 | 8.5 | 16,187 | 40.3 | 8,882 | 22.1 | 11,687 | 29.1 |
| 1989 | 40,543 | 3,486 | 8.6 | 16,607 | 41.0 | 9,059 | 22.3 | 11,390 | 28.1 |
| 1990 | 41,217 | 3,610 | 8.8 | 16,919 | 41.0 | 9,350 | 22.7 | 11,338 | 27.5 |
| 1991 | 42,047 | 3,686 | 8.8 | 17,183 | 40.9 | 9,636 | 22.9 | 11,541 | 27.4 |
| 1992 | 42,823 | 3,817 | 8.9 | 17,344 | 40.5 | 9,927 | 23.2 | 11,735 | 27.4 |
| 1993 | 43,465 | 3,922 | 9.0 | 17,432 | 40.1 | 10,150 | 23.4 | 11,961 | 27.5 |
| 1994 | 44,109 | 4,043 | 9.2 | 17,582 | 39.9 | 10,270 | 23.3 | 12,214 | 27.7 |
| 1995 | 44,912 | 4,131 | 9.2 | 17,838 | 39.7 | 10,395 | 23.1 | 12,548 | 27.9 |
| 1996 | 45,700 | 4,152 | 9.1 | 18,147 | 39.7 | 10,528 | 23.0 | 12,874 | 28.2 |
| 1997 | 46,353 | 4,123 | 8.9 | 18,458 | 39.8 | 10,635 | 22.9 | 13,138 | 28.3 |
| 1998 | 46,806 | 4,053 | 8.7 | 18,736 | 40.0 | 10,723 | 22.9 | 13,294 | 28.4 |
| 1999 | 47,170 | 4,007 | 8.5 | 18,912 | 40.1 | 10,781 | 22.9 | 13,470 | 28.6 |
| 2000 | 47,467 | 3,985 | 8.4 | 18,938 | 39.9 | 10,935 | 23.0 | 13,609 | 28.7 |
| 2001 | 47,707 | 3,963 | 8.3 | 18,806 | 39.4 | 11,226 | 23.5 | 13,713 | 28.7 |
| 2002 | 47,911 | 3,946 | 8.2 | 18,632 | 38.9 | 11,500 | 24.0 | 13,832 | 28.9 |
| 2003 | 48,053 | 3,936 | 8.2 | 18,470 | 38.4 | 11,638 | 24.2 | 14,010 | 29.2 |
| 2004 | 48,180 | 3,932 | 8.2 | 18,364 | 38.1 | 11,566 | 24.0 | 14,319 | 29.7 |
| 2005 | 48,276 | 3,933 | 8.1 | 18,297 | 37.9 | 11,430 | 23.7 | 14,617 | 30.3 |
| 2006 | 48,318 | 3,938 | 8.2 | 18,248 | 37.8 | 11,301 | 23.4 | 14,830 | 30.7 |
| 2007 | 48,262 | 3,949 | 8.2 | 18,225 | 37.8 | 11,218 | 23.2 | 14,870 | 30.8 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Educational Statistics to 2007*, unpublished data.

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## Percent Change in Public Elementary and Secondary Enrollment, by State: Fall 1997 to Fall 2007

Over the next ten years, from 1997 to 2007, public elementary and secondary school enrollment is projected to increase by 4 percent. The increases are more notable among western states, with California expecting the largest percent increase of almost 16 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Educational Statistics to 2007.*

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PREV UP NEXT

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## Enrollment in Grades K-12 in Public and Private Elementary and Secondary Schools, By Region and State, Fall 1987, 2002, and 2007

(In thousands)

| Region and State | 1987 | Projected 1997 | Projected 2002 | Projected 2007 | Percent Change, 1987 to 1997 | Percent Change 1997 to 2007 | Percent Change 1987 to 2007 |
|---|---|---|---|---|---|---|---|
| **Public and private** | 45,488 | 52,217 | 53,962 | 54,324 | 14.8 | 4.0 | 19.4 |
| **Private** | 5,479 | 5,863 | 6,051 | 6,061 | 7.0 | 3.4 | 10.6 |
| | | | | Public schools | | | |
| Public, total | 40,008 | 46,353 | 47,911 | 48,262 | 15.9 | 4.1 | 20.6 |
| **Northeast** | 7,252 | 8,150 | 8,283 | 8,143 | 12.4 | -0.1 | 12.3 |
| Connecticut | 465 | 537 | 531 | 511 | 15.5 | -4.8 | 9.9 |
| Maine | 212 | 214 | 203 | 197 | 0.9 | -7.9 | -7.1 |
| Massachusetts. | 825 | 947 | 987 | 974 | 14.8 | 2.9 | 18.1 |
| New Hampshire | 166 | 201 | 203 | 199 | 21.1 | -1.0 | 19.9 |
| New Jersey | 1,093 | 1,248 | 1,290 | 1,280 | 14.2 | 2.6 | 17.1 |
| New York. | 2,594 | 2,902 | 2,985 | 2,965 | 11.9 | 2.2 | 14.3 |
| Pennsylvania | 1,669 | 1,838 | 1,817 | 1,754 | 10.1 | -4.6 | 5.1 |
| Rhode Island | 135 | 156 | 159 | 158 | 15.6 | 1.3 | 17.0 |
| Vermont | 93 | 108 | 108 | 106 | 16.1 | -1.9 | 14.0 |
| | | | | | | | |
| **Midwest** | 9,870 | 10,643 | 10,588 | 10,397 | 7.8 | -2.3 | 5.3 |
| Illinois. | 1,811 | 1,988 | 2,022 | 2,010 | 9.8 | 1.1 | 11.0 |
| Indiana | 964 | 989 | 1,020 | 1,023 | 2.6 | 3.4 | 6.1 |
| Iowa | 481 | 501 | 480 | 467 | 4.2 | -6.8 | -2.9 |
| Kansas | 421 | 476 | 473 | 470 | 13.1 | -1.3 | 11.6 |
| Michigan. | 1,589 | 1,655 | 1,637 | 1,596 | 4.2 | -3.6 | 0.4 |
| Minnesota | 721 | 847 | 827 | 798 | 17.5 | -5.8 | 10.7 |
| Missouri. | 802 | 902 | 905 | 893 | 12.5 | -1.0 | 11.3 |
| Nebraska. | 268 | 290 | 288 | 286 | 8.2 | -1.4 | 6.7 |
| North Dakota | 119 | 117 | 113 | 111 | -1.7 | -5.1 | -6.7 |
| Ohio. | 1,793 | 1,840 | 1,817 | 1,772 | 2.6 | -3.7 | -1.2 |
| South Dakota. | 127 | 147 | 143 | 140 | 15.7 | -4.8 | 10.2 |
| Wisconsin | 772 | 890 | 864 | 831 | 15.3 | -6.6 | 7.6 |
| | | | | | | | |
| **South** | 14,419 | 16,650 | 17,393 | 17,543 | 15.5 | 5.4 | 21.7 |
| Alabama | 729 | 748 | 779 | 789 | 2.6 | 5.5 | 8.2 |
| Arkansas | 437 | 458 | 464 | 458 | 4.8 | 0.0 | 4.8 |
| Delaware | 96 | 114 | 121 | 120 | 18.8 | 5.3 | 25.0 |
| District of Columbia | 86 | 82 | 78 | 76 | -4.7 | -7.3 | -11.6 |
| Florida | 1,665 | 2,300 | 2,396 | 2,372 | 38.1 | 3.1 | 42.5 |
| Georgia. | 1,111 | 1,358 | 1,471 | 1,502 | 22.2 | 10.6 | 35.2 |
| Kentucky | 643 | 661 | 660 | 648 | 2.8 | -2.0 | 0.8 |
| Louisiana. | 793 | 810 | 791 | 783 | 2.1 | -3.3 | -1.3 |



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|---|---|---|---|---|---|---|---|
| Maryland. | 684 | 840 | 868 | 867 | 22.8 | 3.2 | 26.8 |
| Mississippi. | 506 | 512 | 525 | 527 | 1.2 | 2.9 | 4.2 |
| North Carolina | 1,086 | 1,240 | 1,341 | 1,332 | 14.2 | 7.4 | 22.7 |
| Oklahoma | 584 | 621 | 603 | 593 | 6.3 | -4.5 | 1.5 |
| South Carolina. | 615 | 665 | 688 | 694 | 8.1 | 4.4 | 12.8 |
| Tennessee | 824 | 923 | 978 | 984 | 12.0 | 6.6 | 19.4 |
| Texas | 3,237 | 3,900 | 4,156 | 4,314 | 20.5 | 10.6 | 33.3 |
| Virginia | 979 | 1,115 | 1,182 | 1,198 | 13.9 | 7.4 | 22.4 |
| West Virginia | 344 | 302 | 291 | 285 | -12.2 | -5.6 | -17.2 |
| | | | | | | | |
| **West** | 8,468 | 10,910 | 11,646 | 12,179 | 28.8 | 11.6 | 43.8 |
| Alaska | 106 | 133 | 138 | 145 | 25.5 | 9.0 | 36.8 |
| Arizona | 572 | 832 | 914 | 922 | 45.5 | 10.8 | 61.2 |
| California | 4,489 | 5,860 | 6,337 | 6,780 | 30.5 | 15.7 | 51.0 |
| Colorado | 560 | 684 | 722 | 727 | 22.1 | 6.3 | 29.8 |
| Hawaii. | 166 | 204 | 214 | 228 | 22.9 | 11.8 | 37.3 |
| Idaho | 212 | 255 | 275 | 283 | 20.3 | 11.0 | 33.5 |
| Montana. | 152 | 169 | 167 | 165 | 11.2 | -2.4 | 8.6 |
| Nevada | 168 | 295 | 330 | 321 | 75.6 | 8.8 | 91.1 |
| New Mexico | 287 | 352 | 372 | 393 | 22.6 | 11.6 | 36.9 |
| Oregon. | 456 | 544 | 550 | 549 | 19.3 | 0.9 | 20.4 |
| Utah | 423 | 488 | 519 | 543 | 15.4 | 11.3 | 28.4 |
| Washington | 776 | 993 | 1,009 | 1,019 | 28.0 | 2.6 | 31.3 |
| Wyoming | 98 | 100 | 100 | 105 | 2.0 | 5.0 | 7.1 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Educational Statistics to 2007*.

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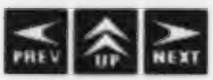

## Fifteen States With the Largest Enrollment Increases in Public Elementary and Secondary Schools: Fall 1997 to Fall 2007

(In thousands)

| State | Projected enrollment | | Number of additional students, 1997 to 2007 |
|---|---|---|---|
| | 1997 | 2007 | |
| California | 5,860 | 6,780 | 920 |
| Texas | 3,900 | 4,314 | 414 |
| Georgia | 1,358 | 1,502 | 144 |
| North Carolina | 1,240 | 1,332 | 92 |
| Arizona | 832 | 922 | 90 |
| Virginia | 1,115 | 1,198 | 83 |
| Florida. | 2,300 | 2,372 | 72 |
| New York | 2,902 | 2,965 | 63 |
| Tennessee | 923 | 984 | 61 |
| Utah | 488 | 543 | 55 |
| Colorado | 684 | 727 | 43 |
| New Mexico | 352 | 393 | 41 |
| Alabama | 748 | 789 | 41 |
| Indiana | 989 | 1,023 | 34 |
| New Jersey | 1,248 | 1,280 | 32 |

## Fifteen States With the Largest Percent Increases in Public Elementary and Secondary Enrollment: Fall 1997 to Fall 2007

| State | Projected enrollment (In thousands) | | Percent change, 1997 to 2007 |
|---|---|---|---|
| | 1997 | 2007 | |
| California | 5,860 | 6,780 | 15.7 |
| Hawaii | 204 | 228 | 11.8 |
| New Mexico | 352 | 393 | 11.6 |
| Utah | 488 | 543 | 11.3 |
| Idaho | 255 | 283 | 11.0 |
| Arizona | 832 | 922 | 10.8 |
| Texas | 3,900 | 4,314 | 10.6 |
| Georgia | 1,358 | 1,502 | 10.6 |
| Alaska | 133 | 145 | 9.0 |
| Nevada | 295 | 321 | 8.8 |
| Virginia | 1,115 | 1,198 | 7.4 |
| North Carolina | 1,240 | 1,332 | 7.4 |
| Tennessee | 923 | 984 | 6.6 |
| Colorado | 684 | 727 | 6.3 |
| Alabama | 748 | 789 | 5.5 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Educational Statistics to 2007.*

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## CALIFORNIA

Over the last decade, state enrollment in California has increased by 160,000-190,000 per year, and state officials expect total enrollment to cross the six million mark in 2001-02. School overcrowding is a serious problem across the state, particularly in elementary schools. Henry Height, Assistant Division Director of School Facilities, indicated that they "can't build schools fast enough."

Elementary schools are increasingly having trouble finding class space as a result of a new state policy that limits K-3 class sizes to 20 students. Nearly 100 school buildings are currently under construction statewide. However, state education officials estimate that the state needs 22,000 new classrooms to serve its student population at an estimated total cost of $3 billion. Issuing state school construction bonds is their main financing strategy; the state has passed one almost every two years since 1982. In June of 1996, a bond issue passed for $3 billion, and state officials are planning to put another on the ballot in 1998.

The **Los Angeles Unified School District** has a K-12 enrollment of 670,000 students. The district has had the third largest enrollment growth between 1984 and 1994 nationwide, growing from 546,990 students to 632,973 students, largely due to the recovery of the local economy and immigration. Additionally, the Governor's reduction in class size in the early grades has meant that their few vacant classrooms disappeared rapidly. The district already transports 10,000 to 12,000 students a day because there are no facilities for those children in their communities due to overcrowding. In April of 1997, Los Angeles passed the largest local school bond in U.S. history, totaling $2.4 billion. District officials plan to use funds from the bond issue for new school construction, health and safety repairs, air conditioning, lunch shelters, security grills, locker replacement, bleacher repairs, portable classrooms, technology, and other projects.

Also in Southern California, K-12 enrollment the **San Diego Unified School District** is expected to grow by seven percent over the next five years. Between 1984 and 1994, the district grew by nearly 18 percent. School officials there report overcrowding at all levels, with the problem worsened in the elementary grades due to the mandated reduction in class size. The district reports that they need more new schools, and need to repair nearly all of their 160 existing schools. These unmet needs are expected to cost $1.2 billion. The district has had some success with bond issues, passing them in 1988 and 1992. They hope to pass another in 1998.

In northern California, the **Elk Grove Unified School District**, a suburb of Sacramento, also struggles to comply with the reduction in class size. Their superintendent, Dave Gordon, believes that the new state program would bankrupt the district and "eliminate options for the...upper grades." Their overall enrollment has doubled in the past decade, and school district officials expect that trend to continue over the next 15 years. Schools are overcrowded at all levels, and currently rely on the use of 705 portable classrooms to contain --temporarily-- their growth. The district has had varied success with local bond issues, passing one in 1987 after a failed attempt in 1986. Officials expect to put another bond issue on the ballot in early 1998.

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## TEXAS

The state of Texas is second only to California in projected enrollment increases over the next ten years: estimates show that Texas will need to educate 414,000 new students by 2007, a nearly 11 percent increase. Roughly half of the 1,044 districts in Texas are currently building new schools. **Houston**, **Dallas**, **Brownsville**, **San Antonio**, **El Paso**, and the **Rio Grande Valley** are the areas experiencing the most overcrowding. In Brownsville, for example, roughly 20 percent of all classroom space is portable.

The state estimates that districts are spending about $1 billion of their own funds on school construction, while the state legislature has $200 million earmarked for school construction over the next two years. Texas tried to issue a bond eight years ago but it was not successful; they have not tried since. In 1996, Texas school districts passed 75 percent (72) of the 96 bond issues proposed. The state has recently developed a program that helps low-property valued districts make bond and lease-purchase payments.

**Austin** has experienced a 33 percent increase in their total enrollment between 1984 (55,024 students) and 1994 (73,191 students). District school officials report that school overcrowding has been a significant problem since the late 1970's; for example, portable classrooms account for approximately 30 percent of the district's elementary classrooms. Since 1983, the district has proposed four bond issues, three of which passed, totaling $659 million. A 1996 issue for $369 million is funding the building of eight new elementary schools, two middle schools, and one high school.

The total enrollment in **Northside Independent School District** has risen by more than 20,000 students between 1984 and 1994, representing a 59 percent increase in the student population. Current construction projects include five elementary schools, one middle school, and one high school, and the district is currently using 280 portable classrooms. Jim Martin, Executive Director for Facilities and Operations, could not estimate whether revenues would cover these projects, but lamented that "there is never enough money to do everything." Northside is planning to put a bond initiative on the ballot in the fall of 1998 to support school construction, and has had some success passing bond issues in the past.

In the **Cypress-Fairbanks Independent School District**, enrollment has grown nearly 69 percent over ten years: from 29,300 in 1984 to 49,364 in 1994. Overcrowding is a significant problem at all levels. They plan to have a bond issue in December of 1998 to help fund and shape new construction needed district wide. They are currently relying on portable classrooms -- about 75 portables will be used next year on 48 campuses districtwide -- to address their short term needs. Cypress-Fairbanks relies heavily on issuing bonds to fund school construction projects: all past proposals have passed, the most recent of which was for $60 million. These initiatives generally receive strong support from the community.

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## Twenty-five Districts With the Largest Enrollment Increases: Fall 1984 to Fall 1994

| School Districts | State | Rank | Enrollment | | Enrollment increase, 1984 to 1994 | Percent change, 1984 to 1994 |
|---|---|---|---|---|---|---|
| | | | 1984 | 1994 | | |
| New York City | New York | 1 | 923,100 | 1,022,534 | 99,434 | 11 |
| Dade County School District. | Florida | 2 | 231,277 | 321,615 | 90,338 | 39 |
| Los Angeles Unified | California | 3 | 546,990 | 632,973 | 85,983 | 16 |
| Broward County School District | Florida | 4 | 127,474 | 199,255 | 71,781 | 56 |
| Clark County School District | Nevada | 5 | 89,627 | 156,348 | 66,721 | 74 |
| Palm Beach County School District | Florida | 6 | 78,374 | 127,519 | 49,145 | 63 |
| Orange County School District | Florida | 7 | 78,624 | 118,666 | 40,042 | 51 |
| Gwinnett County School District | Georgia | 8 | 41,096 | 80,220 | 39,124 | 95 |
| Montgomery County Public Schools | Maryland | 9 | 88,811 | 117,082 | 28,271 | 32 |
| Mesa Unified School District | Arizona | 10 | 41,746 | 69,160 | 27,414 | 66 |
| Fresno Unified | California | 11 | 51,258 | 77,023 | 25,765 | 50 |
| Wake County | North Carolina | 12 | 51,310 | 76,922 | 25,612 | 50 |
| Knox County School District | Tennessee | 13 | 26,726 | 52,285 | 25,559 | 96 |
| Cobb County School District | Georgia | 14 | 56,653 | 80,479 | 23,826 | 42 |
| Hawaii Department of Education | Hawaii | 15 | 161,564 | 183,869 | 22,305 | 14 |
| Duval County School District | Florida | 16 | 99,088 | 121,362 | 22,274 | 22 |
| Hillsborough County School District | Florida | 17 | 117,132 | 138,575 | 21,443 | 18 |
| Northside Ind. School District | Texas | 18 | 35,290 | 56,117 | 20,827 | 59 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Cypress-Fairbanks Ind. School District | Texas | 19 | 29,300 | 49,364 | 20,064 | 68 |
| Brevard County School District | Florida | 20 | 44,750 | 64,595 | 19,845 | 44 |
| | | | | | | |
| Elk Grove Unified | California | 21 | 14,106 | 33,877 | 19,771 | 140 |
| Virginia Beach City Public Schools | Virginia | 22 | 56,374 | 75,926 | 19,552 | 35 |
| San Diego City Unified | California | 23 | 109,363 | 128,555 | 19,192 | 18 |
| Volusia County School District | Florida | 24 | 36,929 | 55,530 | 18,601 | 50 |
| Austin | Texas | 25 | 55,024 | 73,191 | 18,167 | 33 |

Note: Some changes may be affected by school district boundary changes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of data surveys.

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## NEW YORK CITY SCHOOL DISTRICT

The New York City School District has experienced the largest increase in enrollment of all of the nation's school districts, growing by 99,434 students between 1984 and 1994. State estimates place total K-12 enrollment on October 1, 1996 was 1,075,605. The greatest growth can be found in the early grade levels, and immigration is a major source of their growth.

Overcrowding is widespread and extensive. Twelve of the 32 community school districts are over 100 percent capacity at the elementary and junior high school level. Governor Pataki is expected to sign a measure similar to California's in which class sizes will be reduced. As a result, New York City will have to find more classroom space and hire many additional teachers. New York City high schools are organized by borough; four of the five boroughs are experiencing school overcrowding (all but Staten Island). Queens is experiencing the most overcrowding in New York City.

The City is considering several different avenues to increase seating capacity -- leasing new facilities, adding transportables and modulars, rehabilitating existing facilities to increase size, new construction, and converting schools to a year-round schedule. A major barrier to year-round education is that schools on a year-round schedule would require air conditioning, and the majority of the schools do not currently have air conditioning facilities. In the short term, school additions, transportables, and modulars are located, for example, in the playgrounds of existing schools. Impediments to new school construction include the lack of available space and the time it takes to build a new school building.

The fiscal year 1997 Board of Education capital plan was just over $1 billion, out of a total City capital budget of just over $4 billion. In general, the Board of Education receives about $1 billion a year for its capital program needs, including seating capacity needs. For fiscal year 1997, $90 million was budgeted for transportables and modulars to address short-term seating needs. The current capital plan for fiscal year 1998 includes $28 million for transportables (5,400 seats), $175 million for modulars (9,600 seats), and $23 million for new leasing and renovations (4,400 seats).

New York City does not have voter-approved debt. However, the New York State legislature recently approved a bond proposal that will be on the ballot in November 1997. This referendum, the School Facility, Health, and Safety Act, if passed, will allow the state to float $2.4 billion in bonds.

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## FLORIDA

Florida's total enrollment is expected to rise from 2,300,000 students in 1997 to 2,372,000 students in 2007. State records indicate that between 1992-93 and 2002-03, the high school population will increase by 39 percent, driving most of that growth. Florida has some of the largest school districts nationwide, and overcrowding tends to be an acute problem in these areas: four of the ten districts with the largest enrollment increases over the past ten years are in the Sunshine State.

The state legislature is currently struggling over how to measure the extent of overcrowding statewide: a new law allows most portables to be counted as permanent class space, resulting in the current classroom shortage becoming far less severe on paper. Governor Chiles is expected to call the state legislature back into special session some time before Thanksgiving to address the state school construction needs. Currently there are 32 schools under construction (21 of which are elementary) at an estimated cost of approximately $329 million, and 29 planned at a cost of $441 million. Renovation projects number over 100 (about 112) at an estimated cost of $307 million.

The **Dade County School District** in Miami is the fourth largest system in the nation, and is second only to New York City in enrollment increases between 1984 and 1994: the county's school population has grown 39 percent over that time period, from 231,277 students to 321,615 students. By 2001-02, school district officials estimate that enrollment will increase by seven percent. Overcrowding is a problem district wide; state officials estimate they are 60,000 student stations short. The district plans to build an additional 23 schools and two full service relocatables and has renovation plans for 63 existing schools. In March 1988, Dade County voters approved a $980 million bond issue.

**Broward County School District**, already the fifth largest school district in the country, has experienced a 56 percent increase in overall enrollment between 1984 (127,454 students) and 1994 (199,255 students), the fourth largest increase nationwide. The School Board has built 36 new schools over the past nine years, but continues to struggle to keep up with swelling demand. Schools suffer from extreme overcrowding; state officials estimate that they are short 34,000 student stations. To meet short term needs, the county relies on roughly 2,000 portable classrooms. Recent analyses suggest capital construction needs are estimated at $2.4 billion, with the School Board able to fund less than half of these costs. Mobilizing support to issue local bonds has been difficult, and a referendum to increase sales taxes by one percent in 1995 was overwhelmingly defeated.

The **Orange County School District** centered in Orlando has also experienced high growth between 1984 and 1994: their student population rose from 78,624 to 118,666 over that time period. State estimates project a 46 percent increase in their high school population over the next ten years. A recent needs assessment places the district's school construction needs at $3.2 billion over the next ten years. The district estimates its revenues at about $1.2 or $1.3 billion, representing an anticipated shortfall of about $2 billion. The district does not issue bonds, but is hoping to pass a one cent sales tax increase in the near future.

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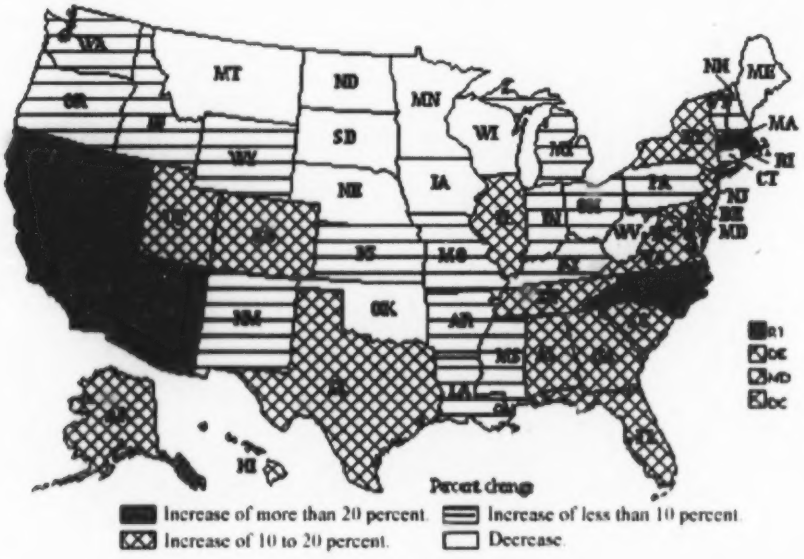
## Percent Change in Enrollment in Public Secondary Schools by State: Fall 1997 to Fall 2007




Overall, public high school enrollment is projected to increase 13 percent over the next ten years. Much of the increase is expected to concentrated in a relatively small number of states. California has the largest projected increase at 35 percent, from 1.6 million in 1997 to 2.1 million in 2007. Arizona and Nevada are the other two western states with increases over 20 percent, at 25 and 24 percent respectively.

Other states outside the western region with large increases expected by 2007 include North Carolina, with a 27 percent increase, and two northeastern states, Massachusetts and Rhode Island, with 23 and 21 percent increases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Educational Statistics to 2007.*

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## Enrollment in Grades 9 to 12 in Public and Private Secondary Schools, by Region and State: Fall 1987, 1997, 2002, and 2007

(In thousands)

| Region and State | 1987 | Projected 1997 | Projected 2002 | Projected 2007 | Percent Change, 1987 to 1997 | Percent Change 1997 to 2007 | Percent Change 1987 to 2007 |
|---|---|---|---|---|---|---|---|
| **Public and private** | 13,323 | 14,457 | 15,222 | 16,363 | 8.5 | 13.2 | 22.8 |
| **Private** | 1,247 | 1,320 | 1,389 | 1,494 | 5.9 | 13.2 | 19.8 |
| | | | | **Public Schools** | | | |
| **Public, total** | 12,076 | 13,138 | 13,832 | 14,870 | 8.8 | 13.2 | 23.1 |
| **Northeast** | 2,348 | 2,329 | 2,473 | 2,596 | -0.8 | 11.5 | 10.6 |
| Connecticut | 139 | 141 | 149 | 151 | 1.3 | 7.1 | 8.5 |
| Maine | 66 | 60 | 60 | 57 | -9.5 | -5.0 | -14.1 |
| Massachusetts | 260 | 255 | 295 | 313 | -2.0 | 22.7 | 20.3 |
| New Hampshire | 52 | 57 | 62 | 61 | 9.7 | 7.0 | 17.4 |
| New Jersey. | 346 | 328 | 347 | 374 | -5.1 | 14.0 | 8.2 |
| New York | 859 | 854 | 906 | 984 | -0.5 | 15.2 | 14.6 |
| Pennsylvania. | 557 | 559 | 573 | 572 | 0.4 | 2.3 | 2.7 |
| Rhode Island | 41 | 42 | 47 | 51 | 2.0 | 21.4 | 23.9 |
| Vermont | 28 | 32 | 34 | 33 | 15.3 | 3.1 | 18.9 |
| **Midwest** | 3,077 | 3,166 | 3,193 | 3,234 | 2.9 | 2.1 | 5.1 |
| Illinois. | 560 | 561 | 577 | 618 | 0.2 | 10.2 | 10.4 |
| Indiana | 305 | 300 | 306 | 324 | -1.8 | 8.0 | 6.1 |
| Iowa. | 152 | 165 | 155 | 151 | 8.3 | -8.5 | -0.9 |
| Kansas | 123 | 146 | 146 | 147 | 19.1 | 0.7 | 19.9 |
| Michigan | 492 | 462 | 469 | 474 | -6.2 | 2.6 | -3.7 |
| Minnesota | 225 | 266 | 269 | 257 | 18.3 | -3.4 | 14.3 |
| Missouri. | 245 | 263 | 271 | 277 | 7.4 | 5.3 | 13.1 |
| Nebraska | 80 | 90 | 89 | 89 | 12.6 | -1.1 | 11.3 |
| North Dakota | 35 | 38 | 38 | 37 | 9.7 | -2.6 | 6.9 |
| Ohio. | 573 | 542 | 542 | 548 | -5.5 | 1.1 | -4.4 |
| South Dakota | 35 | 47 | 45 | 42 | 32.6 | -10.6 | 18.5 |
| Wisconsin | 251 | 285 | 285 | 270 | 13.6 | -5.3 | 7.6 |
| **South** | 4,174 | 4,571 | 4,829 | 5,234 | 9.5 | 14.5 | 25.4 |
| Alabama | 208 | 204 | 208 | 228 | -2.0 | 11.8 | 9.5 |
| Arkansas. | 130 | 133 | 133 | 138 | 2.5 | 3.8 | 6.3 |
| Delaware | 29 | 33 | 37 | 39 | 14.0 | 18.2 | 34.7 |
| District of Columbia | 24 | 18 | 19 | 20 | -23.7 | 11.1 | -15.2 |
| Florida. | 493 | 619 | 676 | 724 | 25.6 | 17.0 | 46.9 |
| Georgia | 316 | 368 | 398 | 441 | 16.5 | 19.8 | 39.6 |
| Kentucky | 194 | 193 | 188 | 194 | -0.3 | 0.5 | 0.2 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Louisiana | 210 | 227 | 222 | 228 | 7.9 | 0.4 | 8.4 |
| Maryland | 211 | 232 | 247 | [semicolon](#,##0)"> 263 | 10.0 | 13.4 | 24.7 |
| Mississippi. | 141 | 143 | 139 | 150 | 1.1 | 4.9 | 6.1 |
| North Carolina | 332 | 328 | 377 | 417 | -1.3 | 27.1 | 25.5 |
| Oklahoma | 173 | 182 | 178 | 181 | 5.1 | -0.5 | 4.5 |
| South Carolina. | 183 | 186 | 193 | 211 | 1.5 | 13.4 | 15.1 |
| Tennessee | 241 | 253 | 269 | 293 | 4.8 | 15.8 | 21.4 |
| Texas | 886 | 1,050 | 1,125 | 1,252 | 18.5 | 19.2 | 41.3 |
| Virginia | 294 | 307 | 336 | 367 | 4.3 | 19.5 | 24.7 |
| West Virginia | 107 | 95 | 86 | 87 | -11.5 | -8.4 | -18.9 |
| **West** | 2,478 | 3,071 | 3,338 | 3,806 | 23.9 | 23.9 | 53.6 |
| Alaska | 29 | 37 | 39 | 42 | 27.7 | 13.5 | 44.9 |
| Arizona | 160 | 227 | 258 | 283 | 41.9 | 24.7 | 77.0 |
| California | 1,317 | 1,580 | 1,766 | 2,138 | 19.9 | 35.3 | 62.3 |
| Colorado | 168 | 196 | 213 | 223 | 16.5 | 13.8 | 32.5 |
| Hawaii. | 49 | 59 | 59 | 66 | 21.3 | 11.9 | 35.7 |
| Idaho | 59 | 78 | 80 | 85 | 32.0 | 9.0 | 43.9 |
| Montana. | 44 | 52 | 51 | 49 | 17.7 | -5.8 | 10.9 |
| Nevada | 49 | 80 | 95 | 99 | 62.4 | 23.8 | 100.9 |
| New Mexico | 92 | 116 | 115 | 126 | 26.3 | 8.6 | 37.2 |
| Oregon. | 138 | 162 | 166 | 170 | 17.4 | 4.9 | 23.2 |
| Utah | 109 | 156 | 160 | 176 | 42.6 | 12.8 | 60.8 |
| Washington | 235 | 298 | 305 | 318 | 26.9 | 6.7 | 35.4 |
| Wyoming | 28 | 32 | 31 | 32 | 13.9 | 0.0 | 13.9 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of data surveys; and *Projections of Educational Statistics to 2007.*

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*A Back to School Special Report on the Baby Boom Echo - August 1997*

## Fifteen States With the Largest Enrollment Increases in Grades 9 to 12 in Public Schools: Fall 1997 to Fall 2007

(In thousands)

| State | Projected enrollment | | Number of additional students, 1997 to 2007 |
|---|---|---|---|
| | 1997 | 2007 | |
| California | 1,580 | 2,138 | 558 |
| Texas | 1,050 | 1,252 | 202 |
| New York | 854 | 984 | 130 |
| Florida | 619 | 724 | 105 |
| North Carolina | 328 | 417 | 89 |
| Georgia | 368 | 441 | 73 |
| Virginia | 307 | 367 | 60 |
| Massachusetts | 255 | 313 | 58 |
| Illinois | 561 | 618 | 57 |
| Arizona | 227 | 283 | 56 |
| New Jersey | 328 | 374 | 46 |
| Tennessee | 253 | 293 | 40 |
| Maryland | 232 | 263 | 31 |
| Colorado | 196 | 223 | 27 |
| South Carolina | 186 | 211 | 25 |

## Fifteen States With the Largest Percent Increase in Enrollment in Grades 9 to 12 in Public Schools: Fall 1997 to Fall 2007

| State | Projected enrollment (In thousands) | | Percent change, 1997 to 2007 |
|---|---|---|---|
| | 1997 | 2007 | |
| California | 1,580 | 2,138 | 35.3 |
| North Carolina | 328 | 417 | 27.1 |
| Arizona | 227 | 283 | 24.7 |
| Nevada | 80 | 99 | 23.8 |
| Massachusetts | 255 | 313 | 22.7 |
| Rhode Island | 42 | 51 | 21.4 |
| Georgia | 368 | 441 | 19.8 |
| Virginia | 307 | 367 | 19.5 |
| Texas | 1,050 | 1,252 | 19.2 |
| Delaware | 33 | 39 | 18.2 |
| Florida | 619 | 724 | 17.0 |
| Tennessee | 253 | 293 | 15.8 |
| New York | 854 | 984 | 15.2 |
| New Jersey | 328 | 374 | 14.0 |
| Colorado | 196 | 223 | 13.8 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Educational Statistics to 2007.*

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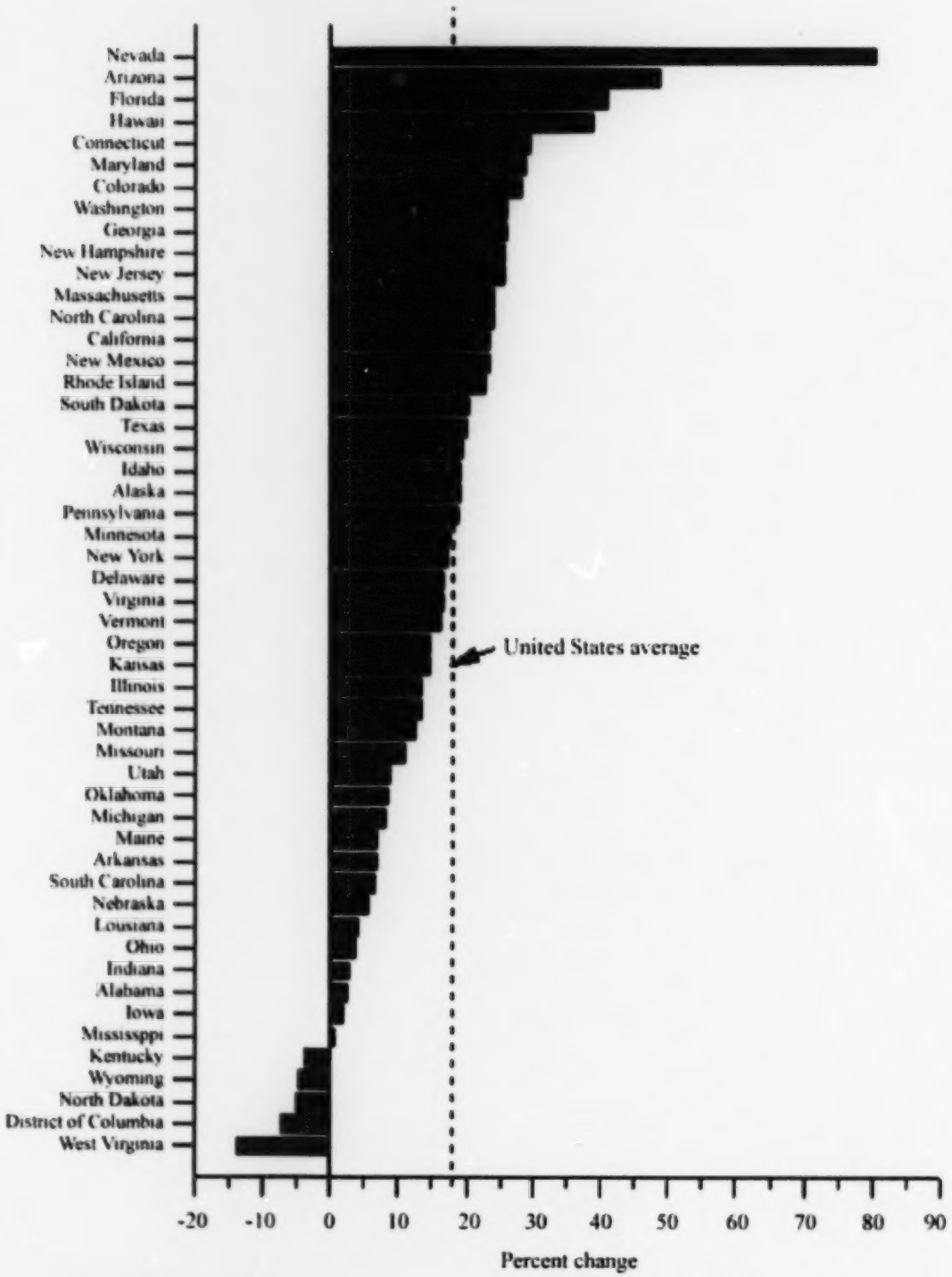
## Percent Change in Number of Public High School Graduates, By State: 1996-97 to 2006-07

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SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Educational Statistics to 2007.*

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## High School Graduates of Public and Private Schools, by Region and State, 1986-87, 1996-97, 2001-02, and 2006-07

(In thousands)

| Region and State | 1986-87 | Projected 1996-97 | Projected 2001-02 | Projected 2006-07 | Percent Change, 1986-87 to 1996-97 | Percent Change 1996-97 to 2006-07 | Percent Change 1986-87 to 2006-07 |
|---|---|---|---|---|---|---|---|
| **Public and private** | 2,694 | 2,564 | 2,889 | 3,015 | -4.8 | 17.6 | 11.9 |
| **Private** | 265 | 265 | 299 | 312 | 0.0 | 17.7 | 17.7 |
| | | | | **Public schools** | | | |
| **Public, total** | 2,429 | 2,298 | 2,589 | 2,703 | -5.4 | 17.6 | 11.3 |
| **Northeast** | 496 | 413 | 461 | 497 | -16.6 | 20.4 | 0.3 |
| Connecticut | 31 | 27 | 31 | 35 | -13.0 | 29.5 | 12.6 |
| Maine | 14 | 11 | 12 | 12 | -20.2 | 6.8 | -14.8 |
| Massachusetts | 61 | 48 | 53 | 59 | -21.9 | 24.0 | -3.2 |
| New Hampshire | 11 | 10 | 13 | 13 | -3.6 | 25.6 | 21.1 |
| New Jersey | 79 | 63 | 70 | 79 | -20.4 | 25.5 | -0.1 |
| New York | 164 | 134 | 147 | 157 | -18.1 | 17.0 | -4.2 |
| Pennsylvania. | 121 | 106 | 119 | 125 | -12.7 | 18.6 | 3.5 |
| Rhode Island | 9 | 8 | 9 | 9 | -11.9 | 22.8 | 8.2 |
| Vermont | 6 | 6 | 8 | 7 | 6.6 | 16.0 | 23.7 |
| **Midwest** | 657 | 597 | 647 | 655 | -9.1 | 9.6 | -0.3 |
| Illinois. | 116 | 105 | 108 | 119 | -9.9 | 13.3 | 2.1 |
| Indiana | 60 | 57 | 59 | 59 | -5.2 | 2.9 | -2.4 |
| Iowa. | 35 | 32 | 36 | 33 | -6.6 | 1.8 | -4.9 |
| Kansas | 27 | 27 | 32 | 31 | 0.3 | 14.7 | 15.1 |
| Michigan | 103 | 83 | 87 | 89 | -19.6 | 8.1 | -13.1 |
| Minnesota | 54 | 51 | 60 | 60 | -3.9 | 17.5 | 12.9 |
| Missouri. | 51 | 49 | 54 | 54 | -3.5 | 10.8 | 6.9 |
| Nebraska | 18 | 18 | 20 | 19 | -1.9 | 5.5 | 3.5 |
| North Dakota | 8 | 8 | 9 | 8 | 2.4 | -4.9 | -2.6 |
| Ohio | 121 | 106 | 111 | 109 | -12.8 | 3.6 | -9.7 |
| South Dakota | 8 | 9 | 11 | 11 | 13.1 | 20.2 | 35.9 |
| Wisconsin | 57 | 53 | 61 | 63 | -7.5 | 19.1 | 10.2 |
| **South** | 807 | 768 | 869 | 900 | -4.9 | 17.2 | 11.5 |
| Alabama | 42 | 36 | 37 | 36 | -16.3 | 2.4 | -14.2 |
| Arkansas | 27 | 25 | 27 | 27 | -8.2 | 6.7 | -2.0 |
| Delaware | 6 | 6 | 6 | 7 | -4.5 | 16.5 | 11.3 |
| District of Columbia | 4 | 3 | 3 | 3 | -26.3 | -7.1 | -31.5 |
| Florida. | 82 | 92 | 118 | 130 | 12.3 | 40.8 | 58.0 |
| Georgia | 60 | 60 | 70 | 75 | -0.7 | 25.9 | 25.0 |
| Kentucky | 37 | 38 | 39 | 37 | 3.6 | -3.7 | -0.3 |
| Louisiana | 39 | 36 | 39 | 37 | -7.9 | 3.9 | -4.3 |
| Maryland | 46 | 41 | 49 | 53 | -10.6 | 28.9 | 15.2 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Mississippi | 26 | 23 | 24 | 23 | -12.7 | 0.7 | -12.1 |
| North Carolina | 65 | 56 | 62 | 70 | -14.2 | 23.8 | 6.2 |
| Oklahoma | 36 | 33 | 38 | 36 | -7.6 | 8.4 | 0.2 |
| South Carolina | 36 | 31 | 33 | 33 | -14.3 | 6.6 | -8.6 |
| Tennessee | 45 | 43 | 47 | 49 | -2.9 | 13.2 | 9.9 |
| Texas | 168 | 168 | 195 | 201 | -0.3 | 19.7 | 19.4 |
| Virginia | 65 | 58 | 65 | 67 | -11.3 | 16.4 | 3.3 |
| West Virginia | 22 | 20 | 19 | 17 | -10.0 | -13.8 | -22.4 |
| **West** | 469 | 519 | 612 | 651 | 10.8 | 25.2 | 38.8 |
| Alaska | 6 | 6 | 7 | 8 | 11.2 | 18.8 | 32.1 |
| Arizona | 30 | 36 | 47 | 54 | 22.3 | 48.8 | 82.0 |
| California | 237 | 266 | 304 | 328 | 12.0 | 23.4 | 38.2 |
| Colorado | 34 | 33 | 41 | 43 | -2.5 | 28.2 | 24.9 |
| Hawaii. | 10 | 11 | 13 | 15 | 2.8 | 38.7 | 42.6 |
| Idaho | 12 | 15 | 17 | 18 | 21.0 | 18.8 | 43.8 |
| Montana. | 10 | 10 | 12 | 12 | 3.0 | 12.3 | 15.8 |
| Nevada | 10 | 11 | 16 | 20 | 19.4 | 80.4 | 115.4 |
| New Mexico | 16 | 17 | 21 | 20 | 5.4 | 23.1 | 29.7 |
| Oregon. | 27 | 28 | 32 | 33 | 4.3 | 14.7 | 19.6 |
| Utah | 21 | 29 | 32 | 31 | 36.4 | 8.6 | 48.1 |
| Washington | 50 | 51 | 62 | 64 | 1.7 | 26.1 | 28.3 |
| Wyoming | 6 | 6 | 7 | 6 | 5.2 | -4.8 | 0.1 |

NOTE- Percents computed on unrounded figure.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys; and *Projections of Educational Statistics to 2007.*

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## "BREAK THE MOLD" HIGH SCHOOLS

**Encina High School in Sacramento, California:** Four years ago, Encina High School in Sacramento, California, embarked on a journey of organizational change. In an intensive two-day seminar called the Search Conference, stakeholders such as staff, students, parents, administrators, district Board of Education representatives, industry partners, and others from the community met and hammered out a career-related reform plan for Encina that has been implemented with remarkable success.

The stakeholders at Encina High School decided that all students could benefit from being in one of five academies. The Freshman Academy includes all ninth graders and facilitates their exploration of career possibilities. The tenth- through twelfth-graders have a choice of one of four academies: (1) Health Careers Academy, (2) Graphic Arts Academy, (3) Academy of Business Careers, and (4) Academy of Career Exploration. The program offers students workplace mentors, job shadowing experiences, paid and unpaid apprenticeships and internships, and field trips to work sites.

Since the implementation of the program in 1993, the number of students taking the Advanced Placement exam has increased over 100 percent, and Scholastic Achievement Test scores have increased 7 percent in math and 6 percent in verbal areas.

**Sussex Technical High School in Georgetown, Delaware:** In just six years, Sussex Technical High School in Georgetown, Delaware, has been transformed from an area vocational school with declining student enrollment and low academic achievement to a restructured high school that offers students a challenging, integrated curriculum. The high school reorganized its occupational program into four clusters (Automotive/Diesel Technologies, Business Technologies, Health/Human Services Technologies, and Industrial/Engineering Technologies).

In addition to its technical instructors, each cluster has a group of designated academic teachers in English, math, science, and social studies. Ninth graders rotate through a series of exploratory units and choose their cluster at the end of the year. In a recent school year, 64 percent of graduating students entered postsecondary education after earning $500,000 in scholarships. The dropout rate has been less than 2 percent, and the attendance rate for the 1995/96 school year was 95 percent.

**High School of Economics and Finance, New York, New York:** Located in the heart of Wall Street, the High School of Economics and Finance offers its students a unique and challenging environment for intellectual and personal development. Students have the opportunity for extensive interaction with the surrounding financial community, primarily through the Sanford I. Weill Institute and a variety of work experiences.

Teachers of every academic subject weave the thread of economics into their disciplines to help youngsters understand its impact on virtually all aspects of our world. In their first year at the school, students take Welcome to Wall Street, an introduction to careers in finance. An extensive training program puts teachers in contact with industry professionals, enables them to intern in financial firms, and connects them with colleagues in a national network of Academy of Finance schools. Not a single student has dropped out since the school opened in 1993.

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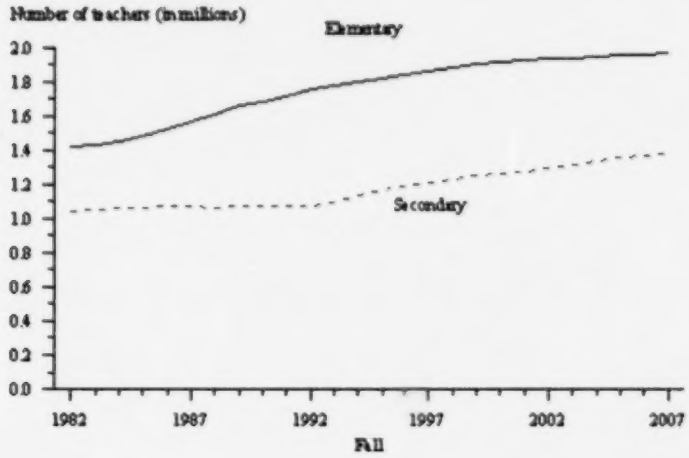
*A Back to School Special Report on the Baby Boom Echo - August 1997*

## Classroom Teachers in Public and Private Elementary and Secondary Schools: Fall 1982 to Fall 2007




The number of secondary school teachers is projected to increase at a greater rate than the number of elementary teachers. Between 1997 and 2007, an increase of 5 percent is projected at the elementary level, while an increase of 14 percent is projected at the secondary level, a rise from 1.2 million to 1.4 million teachers.

School enrollment increases have implications for teacher supply and demand over the next ten years. For example, California will need to hire 260,000 to 300,000 teacher in the next decade. (California Commission on Teacher Credentialing).

Filling teacher positions with qualified teachers, particularly in specific subjects, is another issue for many schools. More than 13 percent of all newly hired teachers enter the work force without full certification in their main assignment. In addition, the percentage of public school teachers who neither majored nor minored in their main assignment field include: 59 percent in social studies, 40 percent in science, 34 percent in math, 25 percent in English, and 13 percent in foreign language.

SOURCE: U.S. Department of Education, National Center for Education Statistics *Digest of Education Statistics, 1996;* and *Projections of Educational Statistics to 2007; America's Teachers: Profile of a Profession, 1993-94,* excepted as noted.

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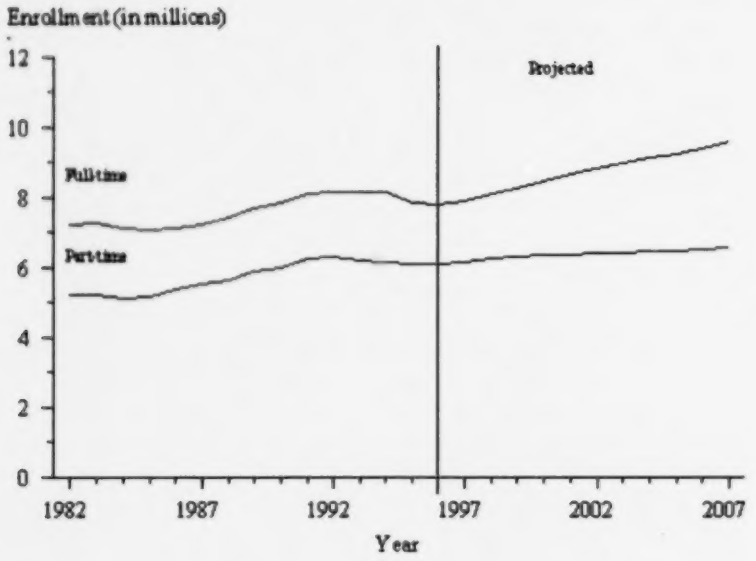
## Enrollment in Public and Private 2-year and 4-year Colleges, by Attendance Status: Fall 1982 to Fall 2007




From 1987 to 1997, full-time and part-time enrollment increased at fairly similar rates, 9 and 12 percent, respectively. That situation is projected to change as large numbers of high school graduates enter college during the late 1990s and early 2000s. Between 1997 and 2007, full-time enrollment is projected to increase by close to 21 percent, while part-time enrollment is projected to increase 6 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics *Projections of Educational Statistics to 2007.*

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PREV UP NEXT

*A Back to School Special Report on the Baby Boom Echo - August 1997*

## Total Enrollment in Public and Private 2-year and 4-year Colleges, by Sex, Attendance Status and Control of Institution: Fall 1982 to Fall 2007

| Year | Total Enrollment | Sex | | Attendance status | | Control | |
|---|---|---|---|---|---|---|---|
| | | Males | Females | Full-time | Part-time | Public | Private |
| 1982... | 12,426 | 6,031 | 6,394 | 7,221 | 5,205 | 9,696 | 2,730 |
| 1983... | 12,465 | 6,024 | 6,441 | 7,261 | 5,204 | 9,683 | 2,782 |
| 1984... | 12,242 | 5,864 | 6,378 | 7,098 | 5,144 | 9,477 | 2,765 |
| 1985... | 12,247 | 5,818 | 6,429 | 7,075 | 5,172 | 9,479 | 2,768 |
| 1986... | 12,504 | 5,885 | 6,619 | 7,120 | 5,384 | 9,714 | 2,790 |
| 1987... | 12,767 | 5,932 | 6,835 | 7,231 | 5,536 | 9,973 | 2,793 |
| 1988... | 13,055 | 6,002 | 7,053 | 7,437 | 5,619 | 10,161 | 2,894 |
| 1989... | 13,539 | 6,190 | 7,349 | 7,661 | 5,878 | 10,578 | 2,961 |
| 1990... | 13,819 | 6,284 | 7,535 | 7,821 | 5,998 | 10,845 | 2,974 |
| 1991... | 14,359 | 6,502 | 7,857 | 8,115 | 6,244 | 11,310 | 3,049 |
| 1992... | 14,487 | 6,524 | 7,963 | 8,162 | 6,325 | 11,385 | 3,103 |
| 1993... | 14,305 | 6,427 | 7,877 | 8,128 | 6,177 | 11,189 | 3,116 |
| 1994... | 14,279 | 6,372 | 7,907 | 8,138 | 6,141 | 11,134 | 3,145 |
| 1995... | 14,262 | 6,343 | 7,919 | 8,129 | 6,133 | 11,092 | 3,169 |
| | | | | Projected | | | |
| 1996... | 13,917 | 6,154 | 7,763 | 7,798 | 6,119 | 10,894 | 3,023 |
| 1997... | 14,085 | 6,205 | 7,880 | 7,911 | 6,174 | 11,028 | 3,057 |
| 1998... | 14,310 | 6,283 | 8,027 | 8,083 | 6,227 | 11,205 | 3,105 |
| 1999... | 14,532 | 6,365 | 8,167 | 8,249 | 6,282 | 11,378 | 3,154 |
| 2000... | 14,800 | 6,459 | 8,341 | 8,469 | 6,331 | 11,583 | 3,217 |
| 2001... | 15,051 | 6,549 | 8,502 | 8,681 | 6,370 | 11,774 | 3,277 |
| 2002... | 15,206 | 6,605 | 8,601 | 8,811 | 6,394 | 11,889 | 3,316 |
| 2003... | 15,372 | 6,668 | 8,704 | 8,954 | 6,418 | 12,015 | 3,357 |
| 2004... | 15,543 | 6,732 | 8,811 | 9,095 | 6,448 | 12,145 | 3,398 |
| 2005... | 15,705 | 6,789 | 8,916 | 9,225 | 6,480 | 12,268 | 3,437 |
| 2006... | 15,896 | 6,857 | 9,040 | 9,382 | 6,515 | 12,414 | 3,483 |
| 2007... | 16,111 | 6,939 | 9,172 | 9,555 | 6,556 | 12,578 | 3,533 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2007;* and *Digest of Education Statistics, 1997* (forthcoming).

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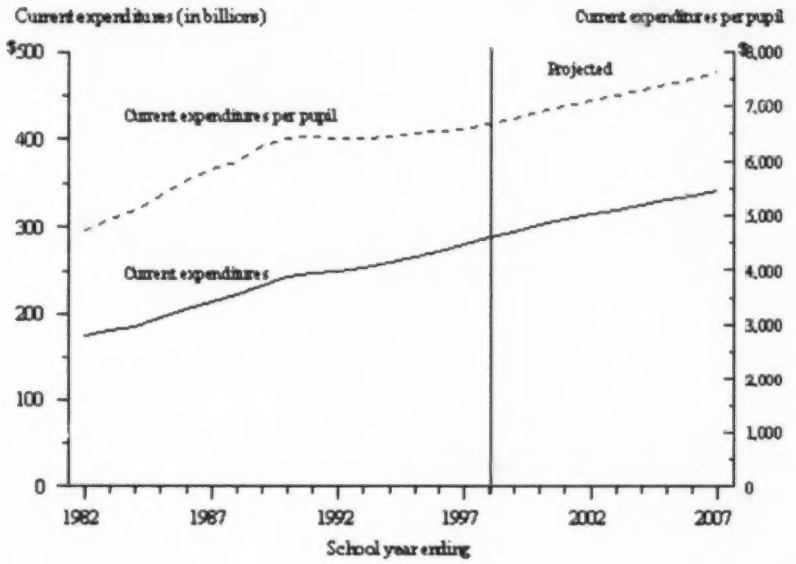
*A Back to School Special Report on the Baby Boom Echo - August 1997*

## Current Expenditures and Current Expenditures Per Pupil in Average Daily Attendance in Public Elementary and Secondary Schools: 1981-82 to 2006-07 (in 1997-98 constant dollars)




Current expenditures are projected to increase at a faster rate than current expenditures per pupil over the next ten years. From 1997 to 2007, current expenditures are expected to increase by 22 percent, from $280 billion to $341 billion. During the same period, current expenditures per pupil are projected to increase by 15 percent, from $6,600 to $7,600 per pupil in 2007 (in 1997-98 constant dollars).

Rising enrollment is expected to moderate current expenditure per student. The influx of the baby boom echo students will cause the amount spent per pupil to rise more slowly than total current expenditures.

SOURCE: U.S. Department of Education, National Center for Education Statistics *Projections of Educational Statistics to 2007.*

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